DOCUMENT RESUME

ED 367 364 IR 054 912

AUTHOR	Grear, Robert Michael
TITLE	Mentoring Histories of Ohio Public Library Directors.
PUB DATE	Dec 90
NOTE	42p.; M.L.S. Research Paper, Kent State University.
PUB TYPE	Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Comparative Analysis; Interpersonal Relationship; *Librarians; Library Administration; Library Science; *Mentors; Professional Development; *Public Libraries; Questionnaires; *Sex Differences
IDENTIFIERS	*Library Directors; Ohio

ABSTRACT

Mentoring in the fields of academia, business, and government has been studied since the early 1970s. The field of library science has recently begun to study this activity among the members of its profession. More research is needed to determine the extent of influence this area of career development has had on the careers of librarians. This study was undertaken to gain the mentoring histories of a representative sample of 100 Ohio public library directors to determine if their gender had any relationship to the gender of their mentor(s). Seventy-six members of the sample responded to a questionnaire, and the data from these responses showed Ohio public library directors to be similar to other professionals in one study but different from those in another study. Women directors were found to give more mentoring to other women, but men were found to be more likely mentored in this study compared to women in another library science study. The survey questionnaire is included in the appendices. (Contains 34 references.) (Author/JLB)

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ED 367 364

MENTORING HISTORIES OF OHIO PUBLIC LIBRARY DIRECTORS

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Robert Michael Grear

December, 1990

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ABSTRACT

Mentoring in the fields of academia, business, and government has been studied since the early 1970's. The field of library science has recently begun to study this activity among the members of its profession. More research is needed to determine the extent this area of career development has had on the careers of librarians.

This study was undertaken to gain the mentoring histories of a representative sample of 100 Ohio public library directors to determine if their gender had any relationship on the gender of their mentor(s).

Seventy-six members of the sample responded to a questionnaire, and the data from these questionnaires showed Ohio public library directors to be similar to other professionals in one study, but different from those in another study.

Women directors were found to give more mentoring to other women which is similar to other professionals, but, men were found to be more likely mentored in this study compared to women in another library science study.

Master's Research Paper by

Robert Michael Grear

B.S., Wright State University, 1979

M.L.S., Kent State University, 1990

Approved by

Advisor_____Date_____

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ACKNOWLEDGEMENTS

I wish to express my thanks to my parents, Robert D. and Maxine T. Grear for their support in helping me to attain my Master of Library Science degree. Without their support from February 25, 1957 to this day, this research paper could not have been produced.

Also, I wish to express my thanks to Michael Rhine Naylor for all the understanding and encouragement anyone could ask for in undertaking this project.

CHAPTER ONE

INTRODUCTION

The idea behind the concept of mentoring is very old, and simple: a young person learns his or her trade and advances in his or her profession with the help of a master (Aguilar-Gaxiola et. al. 1984).

Relationships of this type have been part of the arts, academia, government, and business. Studies in business and academia dominate the literature to be found for the last two decades. Currently, some researchers in the field of library science have begun to look into this relationship with the hope of determining how, in the library science profession, the mentoring relationship may differ from other fields, and how library science may mirror the other areas in which mentoring studies have been completed.

Before one is able to look at the mentoring relationship, one must have a full understanding of just what exactly is the concept of "mentoring." How is a mentor different from a trainer in an organization? Are mentors different from our colleagues? What qualities or behaviors make someone a mentor?

No single definition of a mentor can be found in the

extensive literature concerning mentoring. However, D. J. Levinson is credited with making the concept of mentoring salient and popular to professional audiences.

In Levinson's pioneering work, The Seasons of Man's Life, the mentor is described as more than just a colleague or coworker. The mentor is an individual who has been part of an organization for some time, and has the ability and desire to share his or her knowledge of the organization and the profession with those entering the field. Mentors are known by the variety of roles they play towards their protege. The mentor may teach a needed skill, or impart knowledge concerning the ins and outs of an organization in regards to power structures and organizational politics (Levinson 1978).

The mentor may also be the one who protects the protege from others in the organization who wish to do him or her harm, and the mentor, may in turn, create "manageable difficulties" to test the protege's knowledge and ability to handle stress. The mentor is often a counselor, sponser, evaluator, advocate, and an advisor. A mentor wears a variety of hats in his or her association with a protege (Carter 1983; Harmon-Bowman & Elmore 1982; Klopf & Harrison 1981).

A mentor is not a colleague or coworker in the sense commonly held. Colleagues or coworkers do not have the power and experience in an organization to assist the protege in

gaining access to facts and guidance which will help further their career in the profession (Clawson 1980).

Mentoring brings with it many positive aspects. The protege is enriched by the knowledge given by the mentor, and the mentor gains by realizing the significance of his or her life and professional contributions (Bova and Phillips 1981).

The organization in which mentors and proteges work also benefits. A protege gains insights into how an organization operates, and is able to contribute his or her talents, skills, and knowledge to the organization faster and more productively with less training. The workforce is not only better trained, but is more cohesive. Loyalty to the organization is also increased by mentoring activity (Lawrence 1985).

Studies conducted in the field of mentoring center around the differences between the mentoring histories of men and women. Are men mentored more than women? Is there a difference between the number of mentors either sex may have had in their career? Are individuals who are mentored adopting their own proteges, and passing on their knowledge and experience to others? These are the major areas of concern when looking at the mentoring phenomenon.

As stated earlier, some researchers in the field of library science have begun to look into the concept of mentoring. Although some literature is beginning to be

produced, the bulk of the studies to be found are concerned with mentoring in academia and business. A study to determine the mentoring histories of library professionals would provide data to librarians in order to expand the research concerning mentoring within the profession. Trends favorable to encourage mentoring may come to light, and conditions for improving opportunites for mentoring may be identified.

CHAPTER TWO

LITERATURE REVIEW

Literature on the study of mentoring began to appear in the fields of higher education and business in the 1970's.

An often cited study in the field of mentoring is the Roche study of 1977. Mr. Roche, president and chief executive officer of an international management consulting firm, directed a study of 1,250 men and women executives to ascertain their mentoring histories.

The results of the study showed that men and women are not mentored in equal numbers. Only 1 out of 20 individuals indicating they were a protege were women. However, all the women responding to the survey had a mentor with only two-thirds of the men indicating this to be a fact. Also, the women had increased numbers of mentors compared to the men, and more same sex mentors.

In addition, Roche found mentoring to be more prevalent in the last twenty years. Men over the age of 40 rarely had mentors because they had outgrown the readiness to be the protege of an older person (Roche 1979).

Roche's work brought to light a major finding in the study of mentoring. Women are not mentored in the same numbers as men in not just business, but in academia as well

(Flach et al. 1982, Halcomb 1981, Marsicano 1981, Shapiro et al. 1978).

Another individual who has conducted research in this area is Warihay. Her interest in mentoring centered on how women executives are now looking to other women for guidance and as possible role models. Specifically, she wanted to determine if women give support to other women in organizations since, statistically, there are fewer women in areas of upper levels of management in organizations.

A questionnaire was mailed to 2,000 women designated as managers by their firms from across the United States. Twenty five percent of those questioned responded. Over half of those responding indicated they received little or no support from the women above them in the organization. However, strong majorities or women in each level of management indicated they actively gave support to their female peers. In this study, women claim to give support, but the results indicate this is not the reality in many organizations today (Warihay 1980).

Findings by Rose at the University of Missouri at St. Louis in 1980-1981 reinforce the Warihay study. A group of 360 Ph.D. assistant professors of psychology from universities across the United States were asked to rate the individuals who assisted in furthering their careers. The women respondents indicated they had equal numbers of men and women as mentors, but the male mentors were viewed as more beneficial in career developmnet (Rose 1985).

In April 1985, a paper was presented at the Annual Meeting of the Central States Speech Association in which the author, Lawrence, stated similar conclusions as to those found in earlier studies. Lawrence cited studies in which the mentor/protege relationship was usually a male to male coupling in organizations. This was again due to the smaller number of women holding executive positions, and explains why women must often turn to men for their role models.

Lawrence stressed the benefits derived by women as proteges by having access to channels of communication to the centers of organizational power which, in turn, increased the number of women being mentored. Lawrence also hypothesized a possible reason for infrequent female mentoring of other females. Those women who "had made it" are often too battered and tired from the struggle upwards to lend additional support to those below. She stated that a small percentage of women feel they should not help other women since "no one helped me" (Lawrence 1985).

A study at the Kansas Department of Human Resources in the early 1980's by Ryan and Friedman looked at the mentoring activity of 250 supervisors inside the department. In this study it was found that most often men were mentors and the women were the proteges. The women mentors provided more than twice as much mentoring to their female proteges as to their male proteges. Once again, this study illustrated that

women often turn to other women for their mentoring/proteges (Ryan and Friedman 1983).

Bova and Phillips conducted a study in which 160 men and women in both fields of academia and business were questioned about their mentoring histories in the late 1970's. Their study confirmed previous studies in that they found men to have a greater tendency to mentor men, while women were found to have roughly equal numbers of men and women for their mentors. Bova and Phillips cited the need for further study in other fields outside of academia and business to ascertain if their findings were a fluke or representative of a new trend previously unnoticed (Bova and Phillps 1981).

Although the Busch study of 1985 was still within the field of academia, the results corresponded with those of the Bova and Phillips study. Professors of education from across the United States were polled to determine the amount and type of mentoring they received while in graduate school. A response of 463 out of 1,088 professors gave Busch information indicating two-thirds of them did receive mentoring while in graduate school. Both the men and the women indicated they had equal numbers of men and women for mentors. Gender was not a factor in the select of a mentor or protege (Busch 1985).

Busch stresses the importance of the mentor/protege relationship in graduate studies is often related to the personal development and academic success of the student

(Enders, Winston, and Miller 1982, McCaffrey and Miller 1980, Rehor, 1981).

The importance of mentoring in graduate studies should not be minimualized. Carter found in her study of graduate students that those students having high levels of mentoring was the best predictor of quality of life of psychology graduate students (Carter 1983).

Phillips stated in his study that the future of the course of graduate education in this country will be based on how the mentor/protege relationship is played out in graduate departments. The future of librarianship, which is professionally based on a graduate degree, may be placed in jeopardy if librarians fail to gain adequate information concerning the mentoring process (Phillips 1979).

In the mid-1980's, some researchers in the field of library science began to study mentoring. Harris and Tague studied the career development of Canadian librarians to discover what factors they felt helped them to achieve as professional librarians. The focus was on the different experiences of male and female librarians. They found through the course of their study both male and fenale librarians cited mentor/protege relationships as important to career advancement; however, more women reported being mentored than men, and this mentoring was equally divided between male and female mentors (Harris and Tague 1989).

The necessity for developing mentoring systems in America's libraries is now being discussed in the professional library literature.

William E. Moen, a Network System Research Assistant at the Library of Congress, reported on a program begun in 1989 sponsored by the American Library Association which incorporates mentoring into the profession as a way to promote active professional leadership. This leadership, in turn, gives greater power to librarians in the workplace and politically as well (Moen 1989).

A 1986 article by Roberts highlighted the benefits gained by the staff of the University of Georgia Libraries when a mentoring system was tested during three months in 1985. Mentoring was seen to be a faster means of learning than direct work experience. Roberts stressed that formal programs developed by a library system needed to be actively promoted by the library administration, and had to be strictly voluntary. She found not all professional staff members felt capable of being an advisor or teacher, and not all beginning librarians are looking for a mentor (Roberts 1886).

Athey has been active in developing a mentoring program which helps library staff to educate themselves on methods of statistical decision making. Although the Athey work does not deal specifically with the differences in mentoring between male and female library professionals, it does

illustrate how the field of library science is acknowledging the need to incorporate the mentoring relationship in library science (Athey 1987).

The field of library science is also using mentoring to recruit minorities as members of the library profession. Los Angeles, with its high population of Hispanics, found the number of Hispanic librarians had dropped in relation to the great increase in the Hispanic population during the last twenty years. The UCLA School of Library and Information Science developed a program with REFORMA, the National Association to Promote Library Services to the Spanish-Speaking, to increase the number of students entering the UCLA library science program. Mentors provide information about the school, opportunites within the profession, assistance in the application process, and help to answer any questions concerning the city's Latino community (Tauler 1989).

CHAPTER THREE

RESEARCH HYPOTHESIS

The following statement was the research hypothesis for this study:

> The gender of a library director has a direct effect on the gender of their mentor.

The independent variable was the gender of the library director, and the independent variable was the gender of their mentor.

For the purpose of this study, a "library director" was any individual listed as "director" or "head librarian" for each Ohio public library listed in the American Library Directory 1989-90.

"Mentor" referred to any individual the library director considered to have counseled, taught, coached, and sponsored them in their career in library science.

CHAPTER FOUR

METHODOLOGY

In order to test the hypothesis, a stratified sample of Ohio public library directors was given a questionnaire to determine their mentoring history.

Since the research in both business and academia centered on the top executives and on university professors, this study was concerned with the equivalent "top executives and professors," the library director.

When reviewing the population found in the American Library Directory 1989-90, one discovered a total population of 289 individuals listed as either "library director" or "head librarian" in Ohio.

Analysis of these individuals indicated there were 63 male directors and 170 female directors with 6 libraries giving no indication as to the gender of its director. At this point, one must look at the factors which could influence this study.

Three factors could influence the findings; race, age, and the size of the library system, but are not controlled. A person may not have been mentored to the same degree as others due to his or her age or race (Roche 1979). This study could not determine the age or race of each sample

member due to the fact it is not listed in the directory.

The size of the organization could also have an effect. A smaller library may not have the financial resources or number of staff to allow for schooling of its employees. Since much mentoring activity may occur during graduate studies, this would increase the liklihood of mentoring in one's career. No research has been found to verify this aspect, and further research needs to be completed in this area.

The population was next studied in order to break it down by library size. Size was determined in an arbitrary manner using the figures given as "book titles" or "book volumes" if book titles were not given.

The following figures were selected: 0 - 99,999 book titles constituted a "small" library; 100,00 - 499,999 book titles constituted a "medium" sized library, and; 500,000+ book titles constituted a "large" library.

Applying these figures to the population, 8 libraries in Ohio are large libraries, 44 are medium sized libraries, and 179 are small libraries. Two libraries did not have any figures indicating their size.

Using both gender of the library director and the size of the library, the population shrank to 231 since 6 libraries had directors of unknown gender, and 2 library systems could not be catagorized by size. This left a population of 231 individuals, including 168 female directors (73% of the total

population), and 63 male directors (27%).

Further breakdown revealed 6 out of 8 directors of large libraries were male (75%) and 2 were female (25%). In the medium sized libraries, 25 out of 44 were male (57%) and 19 were female (43%). Small libraries had 32 male directors (18%) and 147 female directors (82%).

Women hold the majority of directorships in all libraries; however, men dominate directorships of large libraries. Men and women are equally represented as directors of medium sized libraries, and women hold the majority of directorships in small sized libraries (see Table 1).

Table 1.--Gender of director by size of library

Size of Library	N	Male		Female	
		Number	(%)	Number	(%)
Small	179	32	18	147	82
Medium	44	25	57	19	43
Large	8	6	75	2	25
Total	231	63		168	

Therefore, the sample for this study is composed of 100 library directors: 73 are women and 27 are men.

Of the 73 women in the sample, 1 was drawn from large libraries, 8 from medium sized libraries, and 64 from small sized libraries. Of the males, 2 were drawn from the large libraries, 11 from the medium sized, and 14 from the small sized libraries. The sample was chosen randomly.

The questionnaire, given to the sample of 100 library directors, was similar to the one used in the Ryan and Friedman study (Ryan and Friedman 1983).

Each director was asked to list 10 individuals who have mentored him or her in his or her career. They were asked to list them only by initials and by gender. No names were to be given. Next, each director was asked to list the top 4 individuals who have been his or her mentors, and once again, he or she was only to supply initials and gender, helping to assure anonymity on the part of the protege and mentors. Only the last four mentors cited by each director was recorded.

The questionnaire was accompanied by a cover letter describing the nature and need for this study. Each questionnaire included a self-addressed stamped envelope. Only the researcher had access to the questionnaire and all returned information supplied by the directors.

A follow-up questionnaire and letter was to be sent every 14 days to all who failed to return the original questionnaire

within 7 days. This process continued until no less than 75% of all members in the sample replied.

This study ran from June 23, 1990 through August 31, 1990. The target of a 76% response rate was achieved after mailing out 17 follow-up letters during the data collection period.

CHAPTER FIVE

FINDINGS

The null hypothesis investigated was:

> The gender of a library director has no effect on the gender of their mentor.

Eleven males in small libraries responded. Of these directors, 3 indicated they had never been mentored. This group of male directors showed that male mentors were more prevalent over female mentors, but only by a slim margin statistically (see Table 2).

Table 2.--Tally for males in small libraries

Case	Male Mentors	Female Mentors	Totals
1	0	2	2
2	0	0	0
3	3	1	4
4	2	2	4
5	1	1	2
6	2	1	3
7	0	0	0
8	2	2	4
9	2	2	4
10	0	0	0
11	1	1	2
Totals	13	12	25

Table 2--Continued

Case	Male Mentors	Female Mentors	Totals
Mean	1.18	1.09	2.27
Median	1.00	1.00	2.00
Mode	2.00	1.00 & 2.00	4.00

The male directors in medium sized libraries showed to be very similar to those male directors in small libraries when reviewing the statistics. Roughly the same level of "no mentoring" was found, and here again, there were more male mentors than female mentors. This group did show a slightly higher number of mentors for each case when compared to the male directors in small libraries (see Table 3).

Table 3.--Tally for males in medium sized libraries

Case	Male Mentors	Female Mentors	Totals
1	0	0	0
2	1	2	3
3	2	2	4
4	3	1	4
5	3	1	4
6	2	1	3
7	3	1	4
8	1	3	4
9	0	0	0
10	1	2	3

Table 3--Continued

Case	Male Mentors	Female Mentors	Totals
Totals	16	13	29
Mean	1.60	1.30	2.90
Median	3.50	1.50	1.00
Mode	1.00 & 3.00	1.00	4.00

The male directors in large libraries showed a dramatic shift towards a dominance of male mentors over female mentors. The number of mentors for each case also increased in comparison to the male directors in small and medium sized libraries (see Table 4).

Table 4.--Tally for males in large libraries

Case	Male Mentors	Female Mentors	Totals
1	2	0	2
2	3	1	4
Totals	5	1	6
Mean	2.50	0.50	3.00
Median	2.50	0.50	3.00
Mode	2.00 & 3.00	1.00	4.00 & 2.00

One can see by comparing each male group by size of library, the number of mentors increased along with the size of the library, and these mentors were more likely to be male than female mentors. The males in this study had 2.26 mentors. These were broken down with a mean differential of 1.48 to 1.13 in favor of the male mentors. Both median and modal scores had ratios of 2 to 1 in favor of male mentors.

Now, the task to examine the scores of the women in the study began to determine if their responses were similar or different from the men in the sample. The 53 women who responded to the questionnaire came from only two of the three groups of library sizes. They came only from small libraries and medium sized, since only 1 female library director was chosen in the proportional sample, and she failed to respond to the questionnaire. Even if she had responded, her scores could not have been compared to any other responses in the catagory of large libraries run by females since there were no other members of that sub-group.

A very high number of women in small sized libraries indicated they had received no mentoring: 16 out of the 45 directors. Those female directors indicating mentoring activity in their career showed a much higher number of female mentors compared to male mentors. The high number of women in this group receiving no mentoring could explain why the mean was so low compared to males in small libraries (see Table 5).

Table 5.-- Tally for females in small libraries

Case	Male Mentors	Female Mentors	Totals
1	0	0	0
2	0	0	0
3	0	1	1
4	0	3	3
5	0	0	0
6	0	0	0
7	1	1	2
8	1	3	4
9	1	2	3
10	1	3	4
11	0	0	0
12	0	0	0
13	0	0	0
14	3	1	4
15	0	2	2
16	0	2	2
17	0	2	2
18	2	1	3
19	3	1	4
20	0	1	1
21	1	1	2
22	0	0	0
23	0	0	0
24	0	2	2
25	0	2	2
26	0	4	4
27	1	3	4
28	0	0	0
29	0	2	2
30	0	4	4
31	0	0	0
32	0	0	0
33	0	0	0
34	0	1	1
35	0	0	0
36	1	3	4
37	0	0	0
38	0	1	1
39	1	0	1
40	0	0	0
41	0	1	1
42	0	0	0

Table 5--Continued

Case	Male Mentors	Female Mentors	Totals
43	1	3	4
44	1	3	4
45	1	3	4
Totals	19	56	75
Mean	0.42	1.42	1.64
Median	0.00	1.00	1.00
Mode	1.00	1.00	4.00

The women directors in medium sized libraries also illustrated the dominance of female mentors over male mentors found in the preceding group. The number of mentors for each case increased in comparison to those in smaller libraries. This trend reflected the similar findings found when comparing the male directors by size of the library. The number of mentors also increased as the size of the library increased (see Table 6).

Table 6.--Tally for females in medium sized libraries

Case	Male Mentors	Female Mentors	Totals
1	2	2	4
2	1	3	4
3	0	4	4

Table 6--Continued

Case	Male Mentors	Female Mentors	Totals
4	0	1	1
5	1	1	2
6	0	0	0
7	0	1	1
8	0	1	1
Totals	4	13	17
Mean	0.50	1.62	2.60
Median	0.00	1.00	1.50
Mode	1.00	1.00	4.00

When comparing the total statistics for each group, one finds women public library directors in Ohio had substantially higher percentages of female mentors compared to male mentors. Male public library directors had more male mentors, but were more likely to have an equal number of female mentors (see Table 7).

Table 7.--Sample score comparisons by gender

Gender	Mean (M)	Mean (F)	Median (M)	Median (F)	Mode (M)	Mode (F)
Male	1.48	1.13	2.00	1.00	2.00	1.00
Female	0.43	1.30	0.00	1.00	1.00	1.00

Returning to the null hypothesis of this study, does the data found in this study prove or disprove the hypothesis? The data in this study would lead one to say the null hypothesis was found to be false. Gender does play a role in determining the gender of library directors' mentors. Men in this study had more male mentors, and the women in this study had more female mentors.

CHAPTER SIX

DISCUSSION

As stated eariler in this study, the data found in this study needs to be looked at in comparison to the findings of the Ryan study in business and the Harris and Tague study in library science.

In the Ryan study conducted at the Kansas Department of Human Resources, the women were found to have higher levels of mentoring for other women than for men. This study mirrors these findings since the women had higher numbers and ratios of female mentors compared to males.

Looking at the Harris and Tague study, the findings of this study do not mirror those found by the researchers studying Canadian librarians. Canadian librarians were different from Ohio public library directors in that women reported being mentored more than men, and this mentoring was equally divided between male and female mentors. Ohio public directors were more likely to be mentored if male, and only male directors were likely to have equal numbers of male and female mentors. The women in this study had much higher numbers of female mentors.

What could account for the difference in findings with

the Harris and Tague study and the findings of this study?

It must be remembered that neither age or race could be accounted for in this study since that information was not available in drawing up the sample from the population. The ages of the directors, the race of the directors, or a combination of both of these factors may have contributed to the differences in the findings. Education is also a factor one may wish to examine in regards to the findings. In both studies, education was not taken into consideration. Perhaps there may have been higher levels of M.L.S. degree holders in one study over another. Professional degreed men and women, simply by their contact with other professional librarians in the course of their studies would be able to cite higher levels of mentoring activity.

Future research on mentoring histories of Ohio library directors, or any library professionals in this state, may want to take the areas of age, race, and education into consideration to see if the findings in this study would; perhaps, correspond to the findings in the Harris and Tague study.

Another area of possible study would concern the high rates of "never been mentored" responses found in this study. Thirty-three percent of the women in this study said they had never been mentored, and 22% of the males indicated this to be the case. What would account for such large percentages of

library directors expressing this to be true? How did these individuals rise to top positions in the field without any mentoring activity? In small libraries, with very small staffs, one may be hired immediately into a directorship, which may account for the "no mentoring" response, but is this the case or are other unseen factors in need of discovery and analysis?

In summation, Ohio public library directors were found in this study to have mentoring histories effected by their gender. Other studies need to be conducted in library science to futher the information base available to other library professionals so the profession of library science can incorporate mentoring into its professional environment to the same extent found in academia, business, and government.

APPENDIX 1

1445 E. Broad Street Apt. A504
Columbus, Ohio 43205

June 10, 1990

Dear :

This is a request for your needed assistance in completing the research paper requirement for a master's degree in library science from Kent State University.

Enclosed you will find a short questionnaire which will take only a few minutes of your time. Your completion of this questionnaire will help in gaining information concerning mentoring in the field of library science.

Studies have been conducted extensively in business and academia, but not in the area of librarianship. The purpose of this study is to ascertain the level of mentoring among Ohio public library directors, and the genders of those mentors.

The information you supply is confidential, and I am sure you will assist me in gaining the information which will make this study a success.

An S.A.S.E. has been supplied for your convenience.

Thank you for your time and efforts.

Sincerely,

Robert M. Grear

APPENDIX 2

MENTORING HISTORIES OF OHIO PUBLIC LIBRARY DIRECTORS

A STUDY QUESTIONNAIRE

A "Mentor" is any individual a person considers to have counseled, taught, coached, or sponsored them in their career.

Using the above definition, please answer the questions below. If you HAVE NOT had a mentor(s) in your library science career, answer only question #1, and return the questionnaire. If you HAVE had a mentor(s), answer all the questions:

1) My gender is: MALE _____ FEMALE _____

2) List the TOP TEN mentors you feel have helped in your career. List ONLY THEIR INITIALS and their gender:

MENTOR 1	INITIALS _____	MALE _____	FEMALE _____
MENTOR 2	INITIALS _____	MALE _____	FEMALE _____
MENTOR 3	INITIALS _____	MALE _____	FEMALE _____
MENTOR 4	INITIALS _____	MALE _____	FEMALE _____
MENTOR 5	INITIALS _____	MALE _____	FEMALE _____
MENTOR 6	INITIALS _____	MALE _____	FEMALE _____
MENTOR 7	INITIALS _____	MALE _____	FEMALE _____
MENTOR 8	INITIALS _____	MALE _____	FEMALE _____
MENTOR 9	INITIALS _____	MALE _____	FEMALE _____
MENTOR 10	INITIALS _____	MALE _____	FEMALE _____

3) Of the mentors cited above, now select the TOP FOUR individuals who have helped in your career. Cite as above.

MENTOR 1	INITIALS _____	MALE _____	FEMALE _____
MENTOR 2	INITIALS _____	MALE _____	FEMALE _____
MENTOR 3	INITIALS _____	MALE _____	FEMALE _____
MENTOR 4	INITIALS _____	MALE _____	FEMALE _____

Thank you for your time. Please return the questionnaire in the S.A.S.E. provided.

Robert M. Grear
1445 E. Broad St. Apt. A504
Columbus, Ohio 43205

APPENDIX 3

1445 E. Broad St. Apt. A 504
Columbus, Ohio 43205

July 15, 1990

Dear :

Recently, you received a request to participate in a study to determine the mentoring histories of Ohio public library directories. Your response has not been received to this date.

Your particpation in this study is essential in gaining insight into the area of mentoring in the field of library science. If you have forgotten or lost the original questionnaire, another has been provided along with an S.A.S.E.

Thank you, once again, for your needed assistance in completing this study.

Sincerely,

Robert M. Grear

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